

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**Name of Principal Mrs. Stelia A. Wilbourn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Boones Mill Elementary School
(As it should appear in the official records)School Mailing Address 265 Taylors Road
(If address is P.O. Box, also include street address)Boones Mill VA 24065-4506
City State Zip Code+4 (9 digits total)

Tel. (540) 334-4000 Fax (540) 334-4001

Website/URL www.frco.k12.va.us/schools/boones_mill/index.htm E-mail swilbourn@frco.k12.va.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Larry E. Hixson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Franklin County Tel. (540) 483-5138

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Carl Dudley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

All data are the most recent year available.

1. Number of schools in the district:

<u>11</u>	Elementary schools
<u>2</u>	Middle schools
<u>0</u>	Junior high schools
<u>1</u>	High schools
<u>1</u>	Other (The Gereau Center for Applied Technology and Career Exploration)
<u>15</u>	TOTAL

2. District Per Pupil Expenditure: \$7,305

SCHOOL (To be completed by all schools)

☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 2 Number of years the principal has been in her/his position at this school.

2 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Page 3 of 21

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>94.7</u> | % White |
| <u>3.8</u> | % Black or African American |
| <u>.5</u> | % Hispanic or Latino |
| <u>.5</u> | % Asian/Pacific Islander |
| <u>.5</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 10.37 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	42
(4)	Total number of students in the school as of October 1	405
(5)	Subtotal in row (3) divided by total in row (4)	.1037
(6)	Amount in row (5) multiplied by 100	10.37

8. Limited English Proficient students in the school: .76%
3 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish/ German

9. Students eligible for free/reduced-priced meals: 29.5 %
117 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13.3 %

53 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>8</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>6</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff	<u>7</u>	<u>7</u>
Total number	<u>40</u>	<u>15</u>

12. Average school student-“classroom teacher” ratio: 19.8/1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.).

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.8 %	96.9 %	96.5 %	96.8 %	96.4 %
Daily teacher attendance	99.5 %	95.6 %	96.7 %	96.0 %	91.9 %
Teacher turnover rate	3.4 %	14.8 %*	8%	8.3%	8.7 %
Student dropout rate	NA	NA	NA	NA	NA
Student drop off rate	NA	NA	NA	NA	NA

*Two teachers transferred to positions at other schools, one teacher left the division, and 1 teacher took a leave to stay home with her child.

PART III - SUMMARY

A Snapshot of our School

Nestled in a rural setting near the Blue Ridge Mountains in Franklin County, Virginia, Boones Mill Elementary serves 400 students in a positive, caring, learning environment. Our motto, “Hand in Hand We All Learn,” serves as a summary of our mission. Every day, our staff, parents and volunteers work together for the success of all students.

Our mission is “to provide our students with opportunities designed to meet individual needs and to ensure that every child has experiences which promote growth in every area of development. Through mutual respect within the total school community, our children grow and learn in a positive environment where faculty, staff, parents and students together are enthusiastic about the teaching/learning process.”

This mission guides our organization as a professional learning community. A professional learning community is one in which staff and administrators collaborate to support student as well as adult learning. A supportive administrator designates protected times within the school-wide schedule for grade level teams to meet, plan, share, and discuss how to meet student needs. During faculty meetings, teams and individuals share what they have learned from conferences and in-service sessions they have attended. Grade level teams choose yearly goals based on student achievement results to develop and implement their Professional Enhancement Plan. In vertical (across-grade) team meetings, teachers gain awareness of curriculum needs from kindergarten through fifth grade by discussing best practices, reviewing procedures and sharing goals. Through this process, we unite to achieve a common purpose, to establish clear goals and collective commitments, and to provide consistent expectations and a smooth transition between grade levels.

Just as our mission guides our focus, the guiding document for our professional learning community is the Comprehensive School Improvement Plan (CSIP), which establishes systematic annual goals for improving student achievement across grade levels. The CSIP committee assesses test results to determine which areas need strengthening. The entire faculty is involved in the process of developing yearly school goals. This enables us to achieve outstanding results as measured by Virginia’s Standards of Learning assessments.

The academic focus of classroom teachers is supported by the entire instructional staff, including a librarian, physical education teacher, guidance counselor, and tutors. Students with special needs receive services from special educators as well as speech, physical and occupational therapists. While the emphasis is on academics, we also value the arts. Regular visits by art and music teachers, student performances for our school and PTO meetings, and live theatre presentations help students gain an appreciation for culture and develop their own individual talents. All students participate in a school-wide Literary Contest with winners participating in the Virginia Reading Association Young Authors’ Contest. After-school activities led by volunteers and teachers include a Chess Club, Odyssey of the Mind Teams, Choir, and Creativity Club.

Character education is an important part of our school. The six pillars of character are caring, responsibility, respect, fairness, trustworthiness, and citizenship. These pillars are integrated in our guidance and classroom lessons and provide the basis for our school-wide Discipline Plan. Our school pledge, based on “Respect,” is recited each morning as part of the announcements. Students’ efforts, achievements and citizenship are recognized through quarterly Awards Assemblies, newspaper articles, weekly announcements to “Celebrate Student Success,” and school-wide celebrations.

Parent involvement plays a key role in student success at Boones Mill. Parent support is shown through high levels of attendance at Parent-Teacher Organization (PTO) meetings and activities, conferences, help with homework, and many volunteer hours given to assist students. Parent and community representatives are members of our CSIP Committee and help develop our yearly plan. We believe the entire school community is responsible for each child’s learning experience. Regardless of ethnicity, disability or socio-economic status, we strive to ensure that “no child is left behind” at Boones Mill Elementary School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Meaning of the School's Assessment Results in Reading and Mathematics

In the state of Virginia, students are tested in grades three and five in the core areas of Reading/English; Math; Science; Social Studies/History. These tests are designed to assess the Virginia Standards of Learning (SOLs). The Grade 3 tests are cumulative, testing information learned in grades K-3. Fifth grade students are tested on fourth and fifth grade material. These data are used to help drive our instruction, student learning, and student achievement.

Test scores are reported as scaled scores ranging from 0-600. A student with a scaled score of 400-499 is in the Pass/Proficient category. Students who score between 500 and 600 have achieved in the Pass/Advanced category. Scoring below 400 indicates that a student did not reach a passing score as set by the Virginia Board of Education.

Scores indicate consistent growth and progress yearly. In the school year, 2002-2003 Boones Mill School scored 90% and above in all state tests at both third and fifth grade levels which are the only elementary grades tested on the Virginia Standards of Learning (SOLs) at this time. Last year (2002-2003), ninety-seven to ninety-nine percent of our third and fifth grade students were tested in the reading and math SOL Tests. The only students who did not take the tests in these two areas were exempted in compliance with their IEPs.

Boones Mill Elementary is “fully accredited” by the State of Virginia. To earn this status, 70% or more of the students tested in grades three and five must perform at 400 or above. Our school consistently performs well above the 70 % pass rate for students. While we are proud of our total passing rate, we are also very proud of the number of students scoring in the Pass/Advance category on the SOL tests. Boones Mill consistently meets and exceeds state benchmarks. The table below shows our most recent SOL test scores (2002-2003).

3rd Grade Reading	Pass/Proficient	Pass/Advanced	Total Passing Rate
Boones Mill	58%	23%	92%
State	53%	19%	72%
3rd Grade Math			
Boones Mill	25%	73%	98.5%
State	35%	48%	83%
5th Grade Reading			
Boones Mill	61%	39%	100%
State	63%	19%	82%
5th Grade Math			
Boones Mill	57%	37%	93%
State	56%	18%	74%

At grades three and five all students at Boones Mill participate in the state assessment program. Students with disabilities are tested in compliance with their Individualized Education Program (IEP). Data from student test scores is used to plan instruction and guide remediation. Socioeconomic, ethnicity, and Limited English Proficiency (LEP) students are monitored closely to insure that the needs of each individual student are being met. The Boones Mill School Community takes pride in knowing that no child is being left behind.

2. Using Assessment Data to Understand and Improve Student and School Performance

Boones Mill Elementary uses assessment data to understand and improve student and school performance by utilizing various strategies. One strategy used is disaggregating SOL scores to identify specific areas that need improvement. This process takes place during the summer so information gathered can be used at the beginning of the year to refine instruction. The data collected drives the goals for our Comprehensive School Improvement Plan. Goals are determined by grade levels based on test results. These goals are then increased by one to two percent for the following year. All grade level goals are presented and discussed at monthly faculty meetings.

Data is used during weekly planning sessions as grade levels make, modify, and discuss lesson plans and common assessments for each week. Student performance on prior classroom assignments and assessments guides the planning process. All learning styles are addressed as strategies and methods are discussed.

After planning, teaching, and assessing student learning, students who do not meet standard requirements are identified for remediation. Small group instruction focuses on specific skills according to assessment scores. To further examine and utilize assessment data, teachers meet across grade level (K-1, 2-3, 4-5, and K-2, 3-5). During this time data analysis is shared and target areas identified and discussed. When target areas are identified throughout the year, each grade level team works to improve student performance in these areas.

3. The School Communicates Student Performance

Communication plays a vital part in making the Boones Mill School community successful, fostering a productive and meaningful partnership between the students, parents, community, and school. All students at Boones Mill Elementary are recognized each nine weeks for their academic achievements, citizenship, and their specific accomplishments. An awards assembly, a county newspaper feature, morning announcements, a school newspaper feature, the principal's newsletter, and the student's report card publicize this recognition.

Parents are kept abreast of their child's individual performance and the school's academic achievements via report cards for both the student and the school. Assessment data is shared and explained on both reports. Mid-nine week reports are provided and conferences are encouraged to ensure success for all students. Local and state assessment results for individual students are mailed to parents. Additionally, newsletters are sent home to parents describing student and school achievements. This information is also provided at Parent Teacher Organization meetings and Principal's Chats.

The community is also well informed regarding student performance as it participates in the Comprehensive School Improvement Plan. This plan indicates academic status and establishes annual goals. Community members play a key role in creating and evaluating the plan. To enhance the community partnership, parent employers of local businesses are notified of student's academic achievements and citizenship awards. These businesses further reinforce student accomplishments by recognizing their employees for their children's successes. We believe that shared communication promotes participation in student achievement and school success.

4. Sharing the Learning with other Schools

Boones Mill Elementary will share the learning with other schools in various ways. Videos are one way we can share our success. Recently, our school was featured in two videos produced by "The Video Journal." These videos show faculty interviews during team meetings with grade levels discussing academic plans and teaching strategies. The videos also capture faculty members teaching their students. Others can use these videos which are available from our school or purchase directly from the company.

Another way we can share our success is by having teachers present outside our school. Just recently, a team of our teachers appeared on a local television show to explain how our kindergarten and first grade reading program is instrumental in the success of our students. Additionally, a team of our teachers recently shared the academic success of our students by presenting at division elementary principal and new teacher staff development meetings. This team of teachers explained how the

components of a professional learning community help foster the success of all children. One of our teachers presented our school success at a professional learning community conference in New York. Another teacher at Boones Mill, who was recently selected as the Virginia 2004 Region VI Teacher of the Year, conducts in-service sessions in other divisions to help them reach high levels of success in Social Studies. Teachers will continue to use opportunities to present and share within our division and beyond.

Boones Mill often opens its doors to visitors from other schools in our division, our state, other states and other countries. Three teachers from other schools in our division recently spent several days with us to collaborate and share effective classroom strategies. Colleagues from outside our division also visit classrooms to observe instructional techniques; attend team meetings to observe teachers planning lessons; and attend informal after school chats with the teachers and administrators to discuss the learning and what goes on behind the scenes. Visitors leave with samples of our common assessments, team meeting feedback sheets, our Comprehensive School Improvement Plan and much more. If Boones Mill Elementary is selected as a “No Child Left Behind Blue Ribbon School,” we will continue to share our success and learning with others because “Hand in Hand We All Learn.”

PART V – CURRICULUM AND INSTRUCTION

1. Our School’s Curriculum.

Language Arts is a priority in Boones Mill School’s curriculum. Primary students are immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. Primary students are actively involved in a language arts curriculum which includes singing, movement, and active participation in the learning process. The foundation of our reading program in kindergarten and first grade is a phonics based program. Word study is incorporated with the reading curriculum and reinforces reading skills which have been previously taught. The writing process is integrated into the reading program and is an essential part of the language arts skills taught at each grade level.

At the elementary level, increased emphasis is placed on content-area reading and writing and utilization of resources of the media center. The media center is used to locate and read primary sources of information. In addition, all other resource specialists in the Boones Mill learning community are given access to skills being taught at each grade level, and they use this information to reinforce the instruction taught in the classroom. In addition to these high expectations, there is a strong school-wide emphasis on comprehension which is supported by Accelerated Reader, a computer-based program. Parents, through the PTO, actively support the school’s curriculum with funds provided to purchase Accelerated Reader materials, books, and programs as well as many other curriculum-based learning materials.

In the primary grades a strong emphasis is placed on number and number sense, patterns, measurement using standard and non-standard measures, and basic number facts. In the Boones Mill learning community students are actively engaged in the learning process through hands-on activities using manipulatives and teacher-made resources which reinforce the skills being taught.

At the elementary level, emphasis is placed upon learning multiplication and division facts, fractions, decimals, probability, measurement, geometry, data collection, and Algebra. With an emphasis on problem-solving, Boones Mill students go beyond the basic knowledge to apply math in real-world situations. Accelerated Math, a computer-based program, is used to reinforce skills taught at the elementary level.

Emphasis is placed upon scientific investigation in the areas of force, motion, and energy, matter, life processes, interrelationships of earth and space, earth patterns and cycles, and the use of resources. The science program at Boones Mill School uses a hands-on approach to the exploration of the world around us. Students explore, learn, and apply concepts.

The Social Studies curriculum is based upon a study of the heritage and contributions of many people and is used as a tool to teach diversity and the value of different customs and traditions. The basic concepts which are taught include history, geography, economic, and civics. Citizenship is an integral

part of the Boones Mill School community. Each school day begins with a pledge which reinforces values that are an integral part of our nation's value system. Character education is supported through students' learning the values reflected in the lives of the individuals they study.

Music, art, physical education, library/media, technology, and guidance lessons support the essential skills of the Standards of Learning. At Boones Mill Elementary, students achieve at high levels due to the focus on essential skills, use of common assessments, and high expectations for all.

2. Our School's Reading Curriculum

Our reading program in the primary grades focuses on phonemic awareness and is a phonics based approach to reading. Teachers plan instruction to help children to build a good foundation. Song, repetition and leveled books help students gain confidence in their reading ability. "Sing, Spell, Read and Write" is used in kindergarten and first grade as a supplemental program to build students' beginning skills. As our students become more fluent readers, basal and trade books are used to help strengthen vocabulary and build comprehension. The needs of our students are periodically assessed. Data is compiled and analyzed to determine student needs. This information guides the remediation and enrichment plans for our students who need extra reading attention.

Accelerated Reader, a computerized reading comprehension program, is used to promote and monitor reading. Teachers provide time during the school day for students to independently read a book of their choice. Teachers encourage students to take books home from classroom and school libraries.

Our community helps reinforce the importance of reading through incentive programs and the involvement of local citizens. Our neighborhood Pizza Hut rewards students monthly with a personal pan pizza when they meet their grade level reading goals. The local minor league baseball team awards free game tickets for families of students meeting their goals. Individuals from the community, such as local television personalities, college football players, lawyers, judges, and government leaders are invited to read to our students and share their beliefs about the importance of reading during special reading celebrations. Building reading relationships outside the school helps create lifelong readers- which is our ultimate goal.

3. History and Social Sciences

The Boones Mill learning community believes that the knowledge base that social studies provides can help all learners develop historical understandings necessary to examine issues and problems confronting citizens today. Knowing this, Boones Mill's K-5 Social Studies curriculum includes developing historical and geographical understandings as stated in the Virginia Standards of Learning. The school takes its role seriously in providing the instruction, resources, and materials to help all students meet the Virginia Standards of learning and understand what it means to be a "good citizen." There is a school-wide effort to incorporate group activities, problem-solving, study guides, readings, role-playing, hands-on activities, visuals, fieldtrips, and storytelling to make Boones Mill an interactive history learning environment. Boones Mill teachers inspire students with rich historical heritage by connecting their lives to the past. An example of this is the first grade, "Past and Present Day" when students dress up and enjoy activities from the past to help them understand how things have changed. Another example is the field trip that third graders take to nearby Halesford Academy to experience a school day from the past.

Classroom teachers work closely with all resource teachers to reinforce the concepts and skills that have been taught in the classroom. For example, the computer lab manager creates a technology based project that relates to that grade level's curriculum. Through the use of quality children's books, puppets, and movie clips, our library/media specialist makes a special effort to correlate her lessons with each grade-level's social studies curriculum. She encourages students to choose books from the library that support and enrich what is being taught in the classroom. Collaboration and meaningful activities help us with our mission "to ensure that every child has experiences which promote growth in every area of development."

4. Instructional Methods

Different types of instructional methods are used to meet the needs of our students. Direct instruction is a major method of instruction at our school. Teachers base lessons on essential skills, monitor and provide immediate feedback and assess student understanding during the lesson. Whole group, small group, and individual instruction and remediation are used fluidly. Teachers spend many hours developing specific plans and activities to teach and reinforce skills. Classroom and resource teachers correlate instruction by using a “Scoop Sheet” to list the major Standards of Learning essential skills being taught. Hands-on, grade level appropriate activities are used across the curriculum. One example of this is using “Beanie Baby” data from the Internet to help third grade students understand difficult economics concepts.

As supported in Robert Marzano’s research findings in Classroom Instruction that Works, teachers use setting objectives and providing feedback, summarizing and categorizing, note taking, graphic organizers, relevant homework and practice, reinforcing effort, and providing recognition. Other methods used include: “Think, Pair, Share,” game formats for review, music and movement, “Word Walls,” higher questioning techniques based on Bloom’s Taxonomy, rubrics, “teach, test, reteach, test,” and common assessments within grade levels. Outside resources such as a local Science Museum, policemen, firemen, and college professors are used to reinforce learning.

Technology integration enables us to enhance instruction and provide students with opportunities to learn beyond our rural surroundings. We use an on-site weather station for students to give weather reports during morning announcements. Computer lab projects include researching, internet knowledge, writing skills, graphing, creating newsletters, reinforcing math skills and word processing skills. PC/TV allows teachers to provide instruction using United Streaming, PC Teach It, online encyclopedias, and websites. Teachers use Accelerated Math and Accelerated Reader programs to meet individual needs. Our faculty and staff continually work together to research, share, and use instructional methods to gain high levels of student success.

5. Professional Development

One of the key elements to the success of our school is our cooperation as a professional learning community. Grade level teams of teachers choose their yearly goals for their Professional Enhancement Plan (PEP) based on the student achievement data of the previous year. These goals become the foundation for our school wide goals and are the focus of our yearly Comprehensive School Improvement Plan. Grade level teachers meet during the summer to review the data, select their goals, and establish norms for working as a team. During the school year, teachers have release time to meet together to accomplish their goals. An example of a professional goal selected by a grade level team this year is: “To improve instruction by creating a reading curriculum notebook which will help maintain student performance in reading as measured by performance on local and state assessments.” Teachers share their progress at faculty meetings and present their final products, findings, and successes.

In addition to the release time designated for the Professional Enhancement Plan, grade level teachers have a common planning block every day with an extended block scheduled one day each week for Collaborative Team Meetings. Team Meeting Feedback sheets are given to the principal each week and the principal responds to questions, concerns, and accomplishments. Teachers and staff members are encouraged to attend conferences, classes, and in-services and visit other school to help meet their professional goals. Teachers then present what they learned at our faculty meeting “Sharing Time” designated for sharing best practices. Teachers also work at the division level to develop curriculum, design our report card, and create and refine division wide unit tests.

Following the team format, resource teachers such as our media specialist and guidance counselor, also choose professional goals to enhance professional development, school goals and student achievement. They regularly share their plans with the faculty to support the team and school goals. Teacher involvement in the selection of their goals and staff development enhances professionalism and improves the quality of instruction. Teachers and students alike are enthusiastic about their learning which results in continued high levels of student achievement.

PART VII - ASSESSMENT RESULTS

State Criterion-Referenced Test Virginia Standards of Learning

Grade 3 Reading
Spring 1999-2003

Test: Virginia Standards of Learning
Publisher: Harcourt Brace

Edition/publication year Yearly, 1999-2003

Publisher: Harcourt Brace

Number of students in the grade in which the test was administered: See table below

Number of students who took the test: See table below

What groups were excluded from testing? No entire groups of students were excluded.

Why, and how were they assessed? Any students who did not take the test were exempted in compliance with their IEPs. Students who did not take the test were assessed using local assessments.

A student who takes the Virginia Standards of Learning Assessment receives a scaled score from 0-600. A minimum scaled score of 400 is considered passing. A student score of 400—499 is Pass/Proficient (At or Above Proficient). A student score of 500-600 is in the Pass/Advanced (At Advanced) category.

*In the following tables, the scores given in the Socio-economic, Ethnicity, and LEP subgroups reflect our school's data analysis for **the last three years**. Although our school's population does not include sufficient numbers in these subgroups to be a part of the state's assessment reports, we monitor their progress at our school to be sure that "no child is left behind." We are happy to report that we met the first state established benchmark of 61% passing in English/Reading in all subgroups for 2002-2003.

**No students were in this subgroup.

BOONES MILL ELEMENTARY Reading Data--Grade 3

Category	2002-03	2001-02	2000-01	1999-2000	1998-99
Testing Month	May/June	May/June	May	May	May
SCHOOL SCORES					
Total Passing Rate	92%	93%	90%	80%	71%
% At or Above Proficient	58%	58%	73%	70%	57%
% At Advanced	34%	35%	18%	10%	15%
Number of students in grade level	68	61	66	54	69
Number of students tested	67	60	66	50	67
Percent of total students tested	99%	98%	100%	93%	97%
Number of students excluded	1	1	0	4	2
Percent of students excluded	1%	2%	0%	7%	3%
SUBGROUP SCORES					
1. White					
% At or Above Proficient	59%	58%	72%	73%	56%
% At Advanced	33%	36%	20%	10%	15%
Number of students tested	66	59	61	48	66
2. Students with disabilities					

% At or Above Proficient	56%	83%	71%	100%	0%
% At Advanced	11%	0%	0%	0%	0%
Number of students tested	9	6	7	1	2
3. Socio-economic*					
% At or Above Proficient	73%	83%	70%		
% At Advanced	21%	17%	10%		
Number of students tested	19	12	20		
4. Ethnicity*					
% At or Above Proficient	0	100%	80%		
% At Advanced	100%	0	0		
Number of students tested	1	1	5		
5. LEP**					
% At or Above Proficient	NA	NA	NA		
% At Advanced	NA	NA	NA		
Number of students tested	0	0	0		
DIVISION SCORES					
% At or Above Proficient	62%	83%	69%	63 %	64%
% At Advanced	21%	NA	NA	NA	NA
STATE SCORES					
% At or Above Proficient	53%	72%	65%	61%	61%
% At Advanced	19%	NA	NA	NA	NA

**State Criterion-Referenced Test
Virginia Standards of Learning**

**Grade 3 Math
Spring 1999-2003**

**Test: Virginia Standards of Learning
Publisher: Harcourt Brace**

Edition/publication year Yearly, 1999-2003

Publisher: Harcourt Brace

Number of students in the grade in which the test was administered: See table below

Number of students who took the test: See table below

What groups were excluded from testing? No entire groups of students were excluded.
Why, and how were they assessed? Any students who did not take the test were exempted in compliance with their IEPs. Students who did not take the test were assessed using local assessments.

A student who takes the Virginia Standards of Learning Assessment receives a scaled score from 0-600. A minimum scaled score of 400 is considered passing. A student score of 400—499 is Pass/Proficient (At or Above Proficient). A student score of 500-600 is in the Pass/Advanced (At Advanced) category.

*In the following tables, the scores given in the Socio-economic, Ethnicity, and LEP subgroups reflect our school's data analysis for **the last three years**. Although our school's population does not include sufficient numbers in these subgroups to be a part of the state's assessment reports, we monitor their progress at our school to be sure that "no child is left behind." We are happy to report that we met the first state established benchmark of 59% passing in math in all subgroups for 2002-2003.

**BOONES MILL ELEMENTARY
Math Data—Grade 3**

Category	2002-03	2001-02	2000-01	1999-2000	1998-99
Testing Month	May/June	May/June	May	May	May
SCHOOL SCORES					
Total Passing Rate	98%	96%	96%	84%	72%
% At or Above Proficient	25%	28%	35%	48%	57%
% At Advanced	73%	68%	62%	36%	15%
Number of students in grade level	68	61	66	54	69
Number of students tested	67	60	66	50	66
Percent of total students tested	99%	98%	100%	93%	97%
Number of students excluded	1	1	0	4	3
Percent of students excluded	1%	2%	0%	7%	3%
SUBGROUP SCORES					
1. White					
% At or Above Proficient	26%	27%	33%	48%	51%
% At Advanced	73%	69%	64%	38%	25%
Number of students tested	66	59	61	48	65
2. Students with disabilities					
% At or Above Proficient	44%	67%	43%	100%	0%
% At Advanced	44%	17%	43%	0%	0%
Number of students tested	9	6	7	1	1

3. Socio-economic*					
% At or Above Proficient	32%	50%	45%		
% At Advanced	68%	50%	50%		
Number of students tested	19	12	20		
4. Ethnicity*					
% At or Above Proficient	0	100%	60%		
% At Advanced	100%	0	40%		
Number of students tested	1	1	5		
5. LEP*8					
% At or Above Proficient	NA	NA	NA		
% At Advanced	NA	NA	NA		
Number of students tested	0	0	0		
DIVISION					
% At or Above Proficient	33%	90%	85%	70%	66%
% At Advanced	59%	NA	NA	NA	NA
STATE SCORES					
% At or Above Proficient	35%	80%	77%	71%	68%
% At Advanced	48%	NA	NA	NA	NA

**State Criterion-Referenced Test
Virginia Standards of Learning**

**Grade 5 Reading
Spring 1999-2003**

**Test: Virginia Standards of Learning
Publisher: Harcourt Brace**

Edition/publication year Yearly, 1999-2003

Publisher: Harcourt Brace

Number of students in the grade in which the test was administered: See table below

Number of students who took the test: See table below

What groups were excluded from testing? No entire groups of students were excluded.
Why, and how were they assessed? Any students who did not take the test were exempted in compliance with their IEPs. Students who did not take the test were assessed using local assessments.

A student who takes the Virginia Standards of Learning Assessment receives a scaled score from 0-600. A minimum scaled score of 400 is considered passing. A student score of 400—499 is Pass/Proficient (At or Above Proficient). A student score of 500-600 is in the Pass/Advanced (At Advanced) category.

*In the following tables, the scores given in the Socio-economic, Ethnicity, and LEP subgroups reflect our school's data analysis for **the last three years**. Although our school's population does not include sufficient numbers in these subgroups to be a part of the state's assessment reports, we monitor their progress at our school to be sure that "no child is left behind." We are happy to report that we met the first state established benchmark of 61% passing in English/Reading in all subgroups for 2002-2003.

**BOONES MILL ELEMENTARY
Reading Data--Grade 5**

Category	2002-03	2001-02	2000-01	1999-2000	1998-99
Testing Month	May/June	May/June	May	May	May
SCHOOL SCORES					
Total Passing Rate	100%	93%	85%	80%	75%
% At or Above Proficient	61%	67%	65%	56%	48%
% At Advanced	39%	26%	21%	23%	27%
Number of students in grade level	68	59	70	68	63
Number of students tested	66	58	68	64	60
Percent of total students tested	97%	98%	97%	93%	95%
Number of students excluded	2	1	2	4	3
Percent of students excluded	3%	2%	3%	7%	5%
SUBGROUP SCORES					
1. White					
% At or Above Proficient	58%	66%	63%	58%	50%
% At Advanced	42%	26%	22%	22%	28%
Number of students tested	60	53	65	59	58
2. Students with disabilities					
% At or Above Proficient	85%	75%	50%	38%	33%
% At Advanced	15%	0%	0%	0%	0%
Number of students tested	13	12	6	8	3
3. Socio-economic*					

% At or Above Proficient	73%	88%	66%		
% At Advanced	27%	0	13%		
Number of students tested	15	9	15		
4. Ethnicity*					
% At or Above Proficient	83%	100%	100%		
% At Advanced	17%	0	0		
Number of students tested	6	4	3		
5. LEP**					
% At or Above Proficient	NA	NA	NA		
% At Advanced	NA	NA	NA		
Number of students tested	0	0	0		
DIVISION					
% At or Above Proficient	65%	86%	78%	75%	77%
% At Advanced	25%	NA	NA	NA	NA
STATE SCORES					
% At or Above Proficient	63%	78%	73%	68%	69%
% At Advanced	19%	NA	NA	NA	NA

**State Criterion-Referenced Test
Virginia Standards of Learning**

**Grade 5 Math
Spring 1999-2003**

**Test: Virginia Standards of Learning
Publisher: Harcourt Brace**

Edition/publication year Yearly, 1999-2003

Publisher: Harcourt Brace

Number of students in the grade in which the test was administered: See table below

Number of students who took the test: See table below

What groups were excluded from testing? No entire groups of students were excluded.
Why, and how were they assessed? Any students who did not take the test were exempted in compliance with their IEPs. Students who did not take the test were assessed using local assessments.

A student who takes the Virginia Standards of Learning Assessment receives a scaled score from 0-600. A minimum scaled score of 400 is considered passing. A student score of 400—499 is Pass/Proficient (At or Above Proficient). A student score of 500-600 is in the Pass/Advanced (At Advanced) category.

*In the following tables, the scores given in the Socio-economic, Ethnicity, and LEP subgroups reflect our school's data analysis for **the last three years**. Although our school's population does not include sufficient numbers in these subgroups to be a part of the state's assessment reports, we monitor their progress at our school to be sure that "no child is left behind." We are happy to report that we met the first state established benchmark of 59% passing in math in all subgroups for 2002-2003.

**BOONES MILL ELEMENTARY
Math Data--Grade 5**

Category	2002-03	2001-02	2000-01	1999-2000	1998-99
Testing Month	May/June	May/June	May	May	May
SCHOOL SCORES					
Total Passing Rate	93%	82%	82%	81%	69%
% At or Above Proficient	57%	68%	67%	61%	57%
% At Advanced	37%	14%	15%	20%	12%
Number of students in grade level	68	59	70	68	63
Number of students tested	67	56	66	64	60
Percent of total students tested	99%	95%	94%	93%	95%
Number of students excluded	1	3	4	4	3
Percent of students excluded	1%	5%	6%	7%	5%
SUBGROUP SCORES					
1. White					
% At or Above Proficient	57%	71%	65%	61%	59%
% At Advanced	38%	15%	16%	20%	12%
Number of students tested	61	52	63	59	58
2. Students with disabilities					
% At or Above Proficient	64%	30%	25%	38%	33%
% At Advanced	14%	0%	0%	13%	0%
Number of students tested	14	10	4	8	3
3. Socio-economic*					

% At or Above Proficient	46%	71%	71%		
% At Advanced	33%	0	14%		
Number of students tested	15	7	14		
4. Ethnicity*					
% At or Above Proficient	50%	0	100%		
% At Advanced	33%	0	0		
Number of students tested	6	3	3		
5. LEP**					
% At or Above Proficient	NA	NA	NA		
% At Advanced	NA	NA	NA		
Number of students tested	0	0	0		
DIVISION					
% At or Above Proficient	63%	80%	73%	64%	54%
% At Advanced	21 %	NA	NA	NA	NA
STATE SCORES					
% At or Above Proficient	56%	71%	67%	63%	51%
% At Advanced	18%	NA	NA	NA	NA

NATIONAL NORMS

Grade 4 Test: Stanford 9 Achievement Test
 Edition/publication year 1996 Publisher: Harcourt Brace
 Number of students in the grade in which the test was administered: See table below
 Number of students who took the test: See table below

What groups were excluded from testing? No entire groups of students were excluded.
 Why, and how were they assessed? Any students who did not take the test were exempted in compliance with their IEPs. Students who did not take the test were assessed using local assessments.

*Scores for students in special education who participated but received non-standard accommodations and students who were absent for parts of the reading test are not computed in totals sent to us by Harcourt Brace. This explains the slight discrepancy between the total number of students in a grade level with the number of students tested or excluded.

**Insufficient numbers in these subgroups—some subgroups have no students. We do monitor all students for progress regardless of the number in the subgroups.

(Note: 2002 -2003 is the last year the state of Virginia administered the Stanford 9 to 4th grade.)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Boones Mill Elementary Reading Data / Grade 4

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	October	October	October	October
SCHOOL SCORES				
Total Scores	78	74	60	64
Reading Scores	73	74	62	66
Number of students in grade level	67	71	51	72
Number of students tested	52*	65*	48*	71*
Percent of total students tested	98%	92%	94%	96%
Number of students excluded	1	6*	3*	3*
Percent of students excluded	2%	8%	6%	4%
SUBGROUP SCORES**		**	**	**
DIVISION SCORES- READING	61	59	54	56
STATE SCORES	NA			

NATIONAL NORMS

Grade 4 Test: Stanford 9 Achievement Test
Edition/publication year 1996 Publisher: Harcourt Brace
Number of students in the grade in which the test was administered See table below
Number of students who took the test See table below

What groups were excluded from testing? No entire groups of students were excluded.
Why, and how were they assessed? Any students who did not take the test were exempted in compliance with their IEPs. Scores for students in special education who participated but received non-standard accommodations are not computed in totals sent to us by Harcourt Brace.

*Scores for students in special education who participated but received non-standard accommodations and students who were absent for parts of the math test are not computed in totals sent to us by Harcourt Brace. This explains the slight discrepancy between the total number of students in a grade level and the number of students tested or excluded.

**Insufficient numbers in these subgroups—some subgroups have no students. We do monitor all students for progress regardless of the number in the subgroups.

(Note: 2002 -2003 is the last year the state of Virginia administered the Stanford 9 to 4th grade.)

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles X

Boones Mill Elementary Math Data for Grade 4

	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	October	October	October	October
SCHOOL SCORES				
Total Scores	78	74	60	64
Math Scores	86	74	55	60
Number of students in grade level	67	71	51	72
Number of students tested	52*	68*	48*	71*
Percent of total students tested	98%	96%	94%	96%
Number of students excluded	1*	3*	3*	3*
Percent of students excluded	2%	4%	6%	4%
SUBGROUP SCORES**				
DIVISION SCORES-MATH	73	68	58	56
STATE SCORES	NA			